



# Vo-ed: a new look

Vocational education in Montana represents a positive and growing force in our total educational picture. Often, however, in recent headlines and late breaking news stories, vocational education's size, potential and funding are neglected. *Montana Schools* would like to take this opportunity to relate some practical facts about vocational education.

Perhaps one of the reasons that vocational education is increasing in importance in Montana is the simple fact that more than 30,000 students receive some type of vocational training. One hundred twenty-five secondary schools offering vocational education programs account for 625 projects serving 25,000 students. In addition, more than 5,000 students receive vocational education through the vocational technical centers in Billings, Missoula, Great Falls, Butte, Helena and other courses offered in two- and four-year colleges. And the number of students interested in vocational education is rapidly rising. Both secondary and postsecondary vocational education instructors indicate that their classes are the first to fill up - and even overflow with students of all ages.

In Montana, the administrative structure of vocational education rests with the Board of Public Education and the Superintendent of Public Instruction. The Board of Public Education acts as a governing, policy making Board while the Superintendent acts as their Executive Officer. A 20-member advisory council also provides guidance and direction in distributing some \$6.3 million for vocational education in Montana.

Financially, the structure of vocational education in Montana is a state, local and federal concern. The state provides approximately \$4 million in support of vocational education while the federal government provides Montana an additional \$2.3 million.

The Montana Legislature appropriated \$3.4 million for postsecondary educational programs and an additional half million dollars for secondary vocational education. In addition a one-mill levy is collected in each of the five counties where the vocational technical centers are located raising approximately \$400,000. Montana students also pay a fee of \$40 per quarter for support of the centers they attend.

The first major federal legislation for vocational education was the Smith-Hughes Act of 1917 and since then, federal support has grown by categories of occupational interest.

Federal vocational funds come to Montana as earmarked dollars. The state this year expects to receive grants totalling more than \$2.3 million. Of that amount, \$250,000 is designated for consumer education and for students disadvantaged by living in distressed areas. The remaining funds are called a "basic grant" and amount to about \$2.1 million.

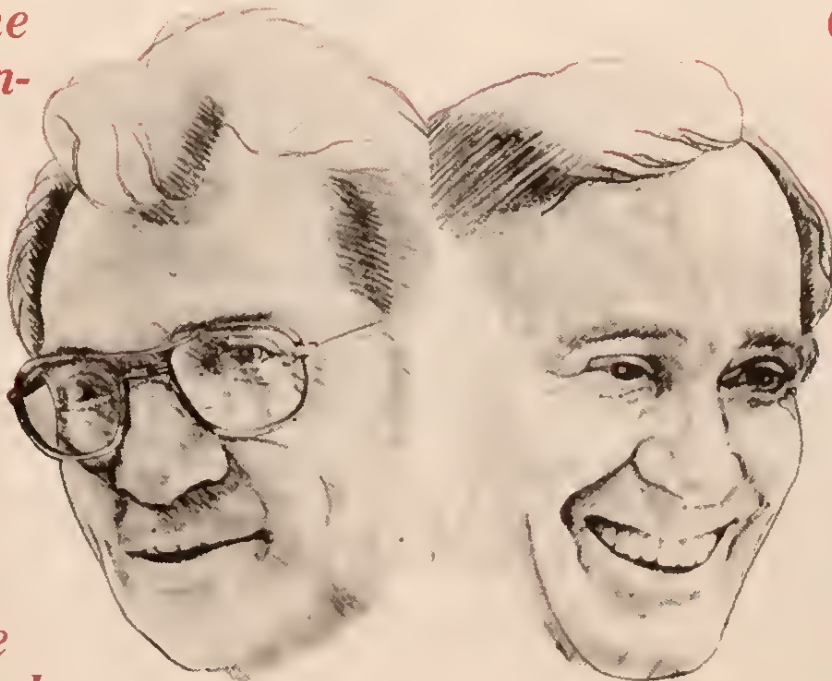
This "basic grant" once in Montana also is divided. More than \$400,000 is provided for support services which include, guidance, research, exemplary programs and teacher training. The remainder, roughly \$1.6 million, is used for the support of state administration, for the postsecondary programs which receive more than a million dollars.

Postsecondary vocational schools conduct an intriguing variety of coursework. More than 75 courses are available in agricultural business, business and accounting, communications and media, construction, environment, health, manufacturing, marketing and distribution, public service, transportation and personal service. Those categorical descriptions don't reveal the unusual training such as watch making or apparel and fashion marketing that can be pursued by students.

Secondary vocational education in Montana provides job awareness training for students who will continue their vocational education and provides placement skills for students entering the job market from high school. Not only does secondary vocational education offer coursework in the traditional areas of vo-ag, office education, health occupations, home economics and trade and industrial education, students can pursue such unusual courses as graphic arts and forestry in Montana's high schools.

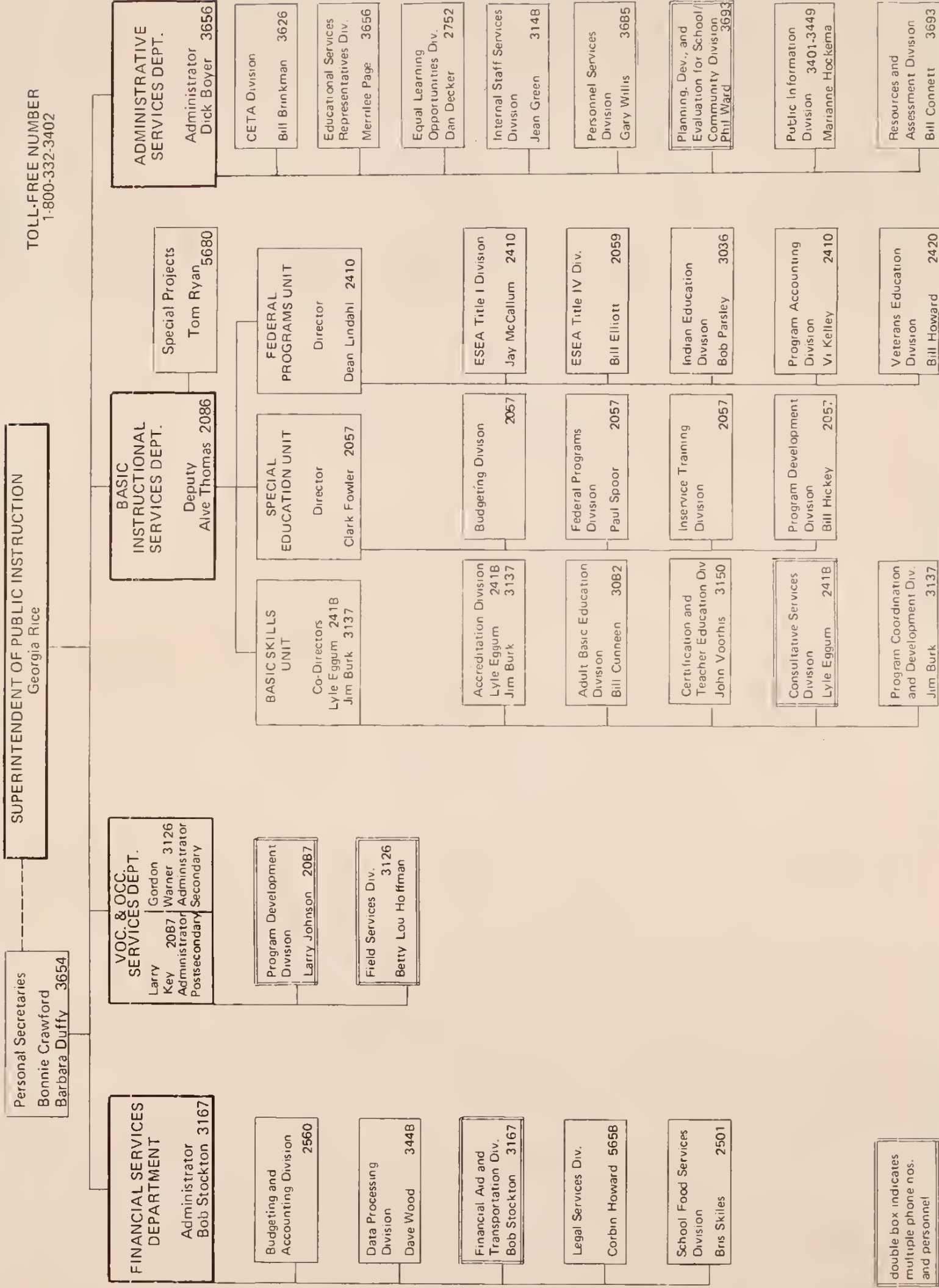
As Supt. Rice notes in her column, vo-ed also has a new state administrative structure. We thought you might like to meet two key individuals in the implementation of vocational education in Montana.

*Dr. Larry Key became the Administrator of Postsecondary Vocational Education this summer. Dr. Key was employed by the Board of Public Education for about a year as a consultant on the governance of vocational education in Montana. He came to Montana from Howard College, Big Springs, Texas, where he was Dean of Occupational Education.*



*Gordon Warner joined the Office of Public Instruction in July 1976. He has been teaching and administering vocational education in Idaho, Nevada and Montana for 15 years. Warner completed his education specialist degree in vocational education administration as an Educational Personnel Development Act (EPDA) fellow at the University of Idaho.*





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 multiple phone nos.  
 and personnel



28-29	Joint Fall Leadership Conference - DECA, OEA, VICA - Bozeman	20-22	Western Region DECA Leadership Conference - Jackson Hole, Wy.
28-30	DECA Board of Governors' Meeting - Bozeman	24	Veteran's Day - Nat. Observance
Oct. 1-31	Multiple Sclerosis Fall Read-A-Thon Month	28-29	Northwest Regional American Driver & Traffic Safety Educ. Assoc. - Portland, Ore.
1	The Five Valleys Reading Conference - Missoula	Nov. 1	Pioneer Day
3	New Administrators Conference - Helena		Assoc. for Supervision & Curriculum Development Fall Meeting - Fairmont
8	DECA Junior Collegiate Board of Governors', Montana/Wyoming Jr. Collegiate Conference	4	Hat Springs



## ESR project under way

# Three who will listen

Some new faces from the state office will be showing up in schools as a result of the Education Service Representative (ESR) program initiated in February by Superintendent of Public Instruction Georgia Rice. ESR makes it the full-time business of three experienced educators to become regional representatives of the state office and to coordinate the needs of schools with services offered by the Office of Public Instruction.

The Educational Service Representative idea has been piloted in a seven-county area in western Montana since February by Jim Palmer, a former teacher and Sanders County Superintendent of Schools. His work probably provides the best description of what ESR is all about. In a few months, Palmer visited about 80 schools. As

an example of ESR services, he said one of the most frequent requests he heard from superintendents was for technical assistance for clerks. Responding to that need, Palmer arranged workshops in Kalispell and Missoula designed specifically to modernize school business practice. About 100 clerks attended.

The ESR program does not assume that all schools need or want direct assistance. Tony Tognetti, the eastern Montana service representative said he views his role as being "a little like the country doctor." He said most school staffs want to know that the state is paying attention to them in ways besides checking accreditation and distributing money.

"If someone had knocked on my door when I was a school administrator just to ask how things were

going, I would have felt better about the Superintendent's office. If nothing else it would have been therapeutic and I would have known where to go when I did have a problem; I would have been more inclined to ask for help."

That's the primary purpose behind the Educational Service Representative program—getting school people linked to the state office services they need—when they need them. A secondary objective is to improve the image of education with community leaders and school-associated groups, trustees and local news media. The representatives are available to talk to PTAs, service clubs—any interested community group and to provide technical assistance to trustees. They will be dropping in on local newspapers and radio stations to

hand-deliver news releases from the state office and to strike up conversations with local editors and broadcasters in the interest of better and more personal communication about education.

The ESR program represents Superintendent Rice's interest in cooperation among levels of educational administration and she has put her faith in three capable educators to bring her the local story and to help her formulate direction for the services in her office.

So if someone from the state superintendent's office appears in your school and asks, "How are things going? Is there anything we can do?" — tell him. It's his job to listen.



*Jim Palmer, who piloted the ESR project in western Montana works from Thompson Falls, where he taught for five years and was Superintendent of Sanders County Schools for two years. The affable Palmer is a native of the Bitterroot Valley and attended the Missoula and Dillon branches of the university system.*

*After a six-month trial, how does ESR work? It is a solid idea whose time has come, according to Palmer. "I've been well-received in the schools," he said, "and because I don't have any regulatory capacity at all, the schools have been very open with me about their concerns."*

*"ESR will really help the Office of Public Instruction too," he said. "The service representatives can let Superintendent Rice know what kinds of services are needed in the field."*

*"Another important aspect of our job is community work," Palmer said. "We can do public information for the whole educational system."*

*Jim Watkins hardly shows enough age to have put in more than 30 years in schools, but he just finished his last term this spring as Superintendent of Schools at Libby.*

*Watkins brings an unusual blend of skills and experience to the job. Not only has he been a teacher and administrator in Kremlin, Stanford, Cut Bank and Libby schools, he has served on and off with the state office, first as math/science supervisor for Supt. Harriet Miller in 1960-63 and later as her Assistant Superintendent from 1967-70.*

*So Watkins knows the administrative routine to have a smooth-running school but he isn't afraid of a new idea. During his last few years as superintendent at Libby, the school system explored some progressive ideas such as year-around and community education.*

*Watkins will be living in Great Falls and serving the central tier of counties.*

*Tony Tognetti has compressed a lot of experience in his 12 years of educational work. The Lewistown native attended the College of Great Falls in business education and began his teaching career at Hingham. After five years as a business education teacher and a graduate degree from the University of Montana, Tognetti gained some urban experience at Portland's Franklin High School. But Montana's country-side seemed to better suit his lifestyle and offered him more of an opportunity to get into administration where, he said, "I believed I would be able to put my educational ideas for kids into practice more quickly as a leader."*

*His opportunity came to him in Sunburst where he was principal for five years. Before the ESR position became available, he served as superintendent in Melstone.*

*Tognetti has settled in Billings which will be the base for his travels to schools in the eastern portion of the state.*



# National Science Foundation funds teacher training projects

## computers

## math

Computer education is no longer just for the big schools. The National Science Foundation has granted Eastern Montana College \$36,000 to conduct teacher training in computing and to provide mini-computers for classroom use in any Montana high school.

William Stannard, an EMC math professor, is director of a project called Pre-College Teacher Development in Science Projects Involving Rural Montana Secondary Teachers in Computing (PTDS). He said PTDS will train science, math and social studies teachers in computer instruction, will provide them classroom materials and references and will make computers available for a three-week course of instruction for students in each high school.

EMC has leased five Wang computers which Stannard said would service a minimum of 50 schools this school year.

The program is operated by a five-man regional team: Bayliss Cummins, Flathead Community College, Kalispell; Ken Meske, Charles M. Russell High School, Great Falls; Larry Ellerbruch, Montana State University, Bozeman; Ralph Lenhart, Dawson Community College, Glendive; and Stannard who will work in the Billings area.

Eastern's application was among 187 successful ones from a total of 869 projects seeking \$4.71 million granted by the NSF for improvement of instruction in math and science.

Mathematics teachers have an opportunity for an expense-paid professional development course provided by a \$31,202 grant from the National Science Foundation to the University of Montana, Missoula.

The project, which will provide inservice training for elementary and secondary math teachers, will involve all of Montana's teacher training institutions even though the grant went to the U of M.

Ten courses for 20 to 30 participants each have been planned around the topics of problem solving, application and use of calculators or computers in the classroom. However, the needs and wishes of participating teachers will have considerable weight in determining course content at each site.

Participants will receive a travel allowance of up to 5 cents per mile and a \$12 book allowance. Three college credits are available for the \$25 filing fee.

A general schedule of sites, sponsoring university and likely instructors for each course follows. Specific times will be determined later and where the term is not indicated, courses will be set on demand.

*Eastern Montana College*  
Billings - secondary - EMC staff  
Circle - elementary - Stannard

*Montana State University*

Lewistown - elementary -

Ellerbruch (Fall)

Bozeman - elementary -

Hall (Spring)

Helena - secondary - Firken

(Winter)

*Northern Montana College*

Great Falls - elementary - Smith,  
DeLon

*University of Montana*

Great Falls - elementary - Lott (Fall)

Columbia Falls - elementary -

Billstein (Winter)

Missoula - elementary - Libeskind

*Western Montana College*

Butte - elementary - Cypher,  
Hickethier

More information is available from Rick Billstein, NSF Project Director, Mathematics Department, University of Montana, Missoula 59812.

## Free

A handy freebie to offer parents when explaining a testing program is available from CTB/McGraw-Hill.

McGraw-Hill has produced a 12-page brochure written in lay terms about the kinds of tests children might take, scoring and how to help students prepare for tests.

Write for *The Parents Guide To Understanding Tests*, CTB/McGraw-Hill, Del Monte Research Park, Monterey, Calif. 93940

# CETA

*Montana Schools* is beginning a regular column to provide readers information about the variety of educational activities funded under the Comprehensive Employment and Training Act (CETA). Pictured here are students enrolled in the certified lab assistant school in Bozeman. Six CETA students take course work and lab training in such subjects as hematology, physiology, clinical chemistry, electrocardiology, and medical ethics. Graduates must pass a national registry examination to become certified lab assistants.



Bill Brinkman, Manager of the CETA division in the Office of Public Instruction, and Mike Guard, program supervisor in the Bozeman lab school, go through the operation of a cobalt scanner.



## Title IV staff plans training to write projects

*Montana Schools* is published eight times yearly: September, October, November, December, January/February, March, April, and May by the Superintendent of Public Instruction, State Capitol, Helena, Montana 59601. Marianne Hockema, Manager, Division of Public Information; Mark Thompson and Tamara Stromquist, Publications. (406) 449-3401.

*Montana Schools* is distributed in the public schools and to the members of boards, associations and organizations concerned with education in Montana. Copies are available on request and comments are welcome.

## WHERE CREDIT IS DUE. . . . .

All the illustrations in this issue are the work of Tamara Stromquist, graphic artist in the Office of Public Instruction.

The CETA pictures were taken by Marianne Hockema, Manager, Division of Public Information.

Typesetting by Theresa Schmitz.

About 10 project writing workshops are being planned by the ESEA Title IV staff in the state office to improve skills of educators in designing competitive Title IV projects.

Workshops tentatively have been set for Conrad, Havre, Wolf Point, Miles City, Helena, Polson, Dillon, Livingston, and Lewistown to be conducted in late September and October.

The workshop activities include writing objectives, conducting needs assessment and evaluating project results. Technical assistance will be available for those who already have projects in mind. More information is available from Bill Elliott, Manager of the Title IV Division of the Federal Programs Unit in the state office, Capitol, Helena 59601.

## Century III Leaders to compete

Two Montana students will earn \$1,000 scholarships and a chance at a \$10,000 scholarship in the Century III Leaders Scholarship contest sponsored by the National Association of Secondary School Principals.

The current events awareness and citizenship contest send the state winners to Williamsburg for the Williamsburg Seminar in which they meet nationally prominent leaders and where 10 semi-finalists compete for the \$10,000 scholarship prize. Semi-finalists also receive \$500.

Students can enter competition by submitting an application by Oct. 14 to their local high school principal. Competition involves a current events test and preparing a statement of the nation's greatest problems and their possible solutions.



# NEWSLETTERS

EDITOR'S NOTE: BULLETINS AND NEWSLETTERS FROM CONSULTANTS IN THE OFFICE OF PUBLIC INSTRUCTION WILL APPEAR EACH MONTH IN THIS SECTION OF MONTANA SCHOOLS RATHER THAN COMING TO YOU AS SEPARATE PUBLICATIONS. THE NEWSLETTERS HAVE BEEN INCORPORATED AS A COST CUTTING MEASURE SINCE POSTAGE AND PRINTING COSTS WILL BE REDUCED BY EXPANDING ONE SECTION OF THE TABLOID COMPARED TO COSTS FOR MAINTAINING NINE OR TEN SEPARATE PUBLICATIONS. CONSULTANTS IN THE STATE OFFICE STILL EDIT THE MATERIALS IN THEIR NEWSLETTERS FOR YOUR INTERESTS AND COMMUNICATIONS ABOUT EACH NEWSLETTER SHOULD BE DIRECTED TO THE APPROPRIATE CONSULTANT.

LINDA SHADIOW, ENGLISH CONSULTANT

## The English Bulletin

THE TEACHING YEAR'S PROJECTS WILL BE THE CLASSROOM MAINSTAYS, BUT THERE ARE ALWAYS THOSE MOMENTS IN BETWEEN WHICH REQUIRE SPECIAL ATTENTION. SOME OF THE IDEAS ARE NEW, SOME HAVE BEEN SHARED BY MONTANA TEACHERS, SOME ARE BASED ON IDEAS PUBLISHED ELSEWHERE. MOST OF THE IDEAS CAN BE VARIED TO BE APPLICABLE FOR LANGUAGE ARTS CLASSROOMS AT ALL LEVELS. HERE ARE THE "MOMENTOUS" SUGGESTIONS:

### FOR THE SAGGIN' MOMENTS:

Search for ways to bolster a unit's effectiveness when student attention spans shorten or frustration levels increase.

#### POP GOES AN ADJECTIVE

On a small slip of paper have each student describe a person or object in the room. Fold the slips, put them into balloons, blow the balloons up and tie them. Have students exchange balloons, pop them, read the descriptive words and try to guess the object or person being described.

#### SAFARI

Make copies of a list of animals whose names begin with the letters of the alphabet A to Z. Cut each copy into squares and place in individual plastic bags. Tell the children they are going on a safari and that to be a successful hunter they have to find the animals in the bag and put them in ABC order. This activity can be used to develop vocabulary and to expand knowledge of unfamiliar animals.

#### PICTURE HUNT

Ask students to bring in an old snapshot from the family albums that they are not familiar with. The next day have students create a story about the people, place, or circumstances in the photo. Then, they are to take the picture and the story home to find out the real story and to report on differences or similarities the next day in class.

#### VOCABULARY QUIZ

Give a participatory vocabulary exercise with directions such as, "draw a caricature of yourself" and "give yourself an ironic nickname."

#### BOOK TALKS

Have parents, teachers, administrators, students tell the class about a book they've read. Set aside a period of time each week for this cooperative experience.

#### MOTOR MOUTH

Have students work in groups of 5-7. Students stand before their groups and can talk on any subject matter for as long as they want until they say "ah" or "ummm." A timer keeps score in seconds so improvements during later sessions can be noted.

#### CHALLENGE

The object of this game is to spell a word, with a minimum of 5 letters before making it plural. The first student gives any letter, the second student adds a letter that could lead to a word, the third student adds an additional letter in trying to build a word and so on. When a word cannot be spelled correctly, continued, or has been misspelled, the next student can fake a letter in hopes that the next student will be fooled into adding another letter or can "challenge." On a "challenge" the previous student must pronounce the word being spelled and spell it correctly. A point system can be worked out for the length and accuracy of words spelled. This can be played by an entire class or by small groups.

#### LISTEN TO THE NEWS

Tape record a five minute radio or TV news report that states only facts. Then record a newscast by a news commentator who presents opinions of the news. Discuss the differences, have students write a paragraph describing the differences or make this an individual activity by having earphones available.

#### CREATE OVERUSE EXAMPLES

Cooperate in creating paragraphs, poems, or sentences which exemplify something the class is working on. Here's an example from a recent advertising brochure.

### FOR THE BRAGGIN' MOMENTS:

Take advantage of student strengths, reinforce their best work, and be vocal about their and your triumphs.

#### DRAG AND BRAG

Use this updated version of show and tell. At a time set aside for this activity have students share a hobby, a possession, even an idea with the rest of the class. Or set aside a special bulletin board section for drag and brag objects.

#### NEWS SHEET

Inform parents on major class assignments through a student-written news sheet that goes home once every few weeks. It could contain artwork, poetry, a book review, a schedule of class events, even a puzzle. Using a single sheet rather than a complete newspaper issue makes the project workable for all classrooms.

#### BEING A TEACHER

Plan a discussion of teaching. Elementary students might then try to imagine they are the teacher for the following day and write stories describing their experiences. Secondary students could be encouraged to select an upcoming unit to prepare a lesson on and to present in class during that unit. Students at all levels enjoy making up test items and then seeing some of them appear in the unit exam.

### PERSONALITY OF THE WEEK

Each week a child's name is picked from a hat. The child's name and picture are posted in a special spot on a bulletin board. Pass out index cards to students and encourage them to write a specific positive comment, (ie. "Joe has very neat handwriting.") to sign their name and post it. Other teachers, even parents can be asked to contribute. At the end of the week the student could take down the display and reassemble all the cards on poster board to take home.

### PUBLICATION FILE

Keep a file of publishing outlets for student work, essay contest notices, student poetry competitions. Make this file available to students, encourage them to submit their work. *Children's Express* is a new, monthly magazine written by children 13 and under. Students ages 14 to 17 are eligible to become Assistant Editors. A single subscription is \$6.00 per year, bulk rates are available to schools. Inquire by writing to *Children's Express*, 375 Park Avenue, New York, NY 10022.

(continued on page 6)

### FOR THE DRAGGIN' MOMENTS:

When total disillusionment sets in, regenerate waning enthusiasm by getting help from others.

### MONTANA ASSOCIATION OF TEACHERS OF ENGLISH

Memberships can put you in touch with a statewide newsletter, a varied curriculum consultant team of K-12 teachers willing to respond to specific questions regarding their area of expertise (this consultant list is a part of the membership packet you will receive), the executive board meetings and participation in regional workshops and discussions, the state conference (this year, Oct. 20, 21 in Lewistown). Get membership forms from local officers or from Velma Sabo, Membership Chairperson, Great Falls Senior High School, Great Falls 59401. Dues are \$3 per year.

### NATIONAL COUNCIL OF TEACHERS OF ENGLISH

Represents the world's largest subject matter organization, with over 100,000 members. A \$20 per year membership brings you a monthly idea-packed journal, discounts on NCTE published resource material, and information about national and regional conferences and conventions.

### ACROSS THE STATE

Exchange letters, ideas or activities with a similar class in another part of the state. Montana Association of Teachers of English can help initiate such exchanges; contact President Jerry Coffey, English Department, Montana State University, Bozeman 59715.

### TEAM TEACHING

Plan a cooperative unit with the social studies teacher ("The Roaring Twenties in History and Literature"), the science teacher ("Thoreau and what-went-on-at-Walden-Pond"), the English teacher at another school ("We'll teach you mime, you do a play for us").

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## FOR THE BRAGGIN' MOMENTS:

### ASSIGNMENT SHEET

Keep an ongoing list of the week's assignments on the bulletin board. Following the completion of each assignment add a student name (by either teacher selection or student volunteer) next to the assignment sheet on the bulletin board. Any student who has been absent can refer to the list and work with the designated student in getting notes, instructions, etc.

### FREE/TAKE-ONE BOX

Find an empty can or box. Decorate the outside and put a "Free/Take One" sign on it. Fill it with leftover worksheets, word games, language puzzles, fun exercises. Those students who finish required assignments or projects early will be eager to try something new from this treasure trove.

### READING TAPES

Have the better readers record a story or chapter on cassettes for other students to use. Explore ideas for giving tapes to the children's ward in the hospital, the reading room of a rest home, the listening section of the local library. The entire class could become involved in preparing these major tapes.

### GOLD STARS

Even senior high students enjoy a gold star next to a great sentence, a new idea, a unique word choice or a perceptive observation that appears in one of their written assignments.

### LESSON ON VIDEO TAPE

Tie reading, writing and speaking activities together by having students create a video tape of a frequently repeated lesson. An "Introduction to the School" tape could be available to new students; a "Where to Find it in the Library" tape could be used by all teachers for introducing their class to library resources.

### RESOURCES

Bragging moments can find additional outlets in *Focusing on the Strengths of Children*, Linda Gambrell and Robert Wilson (Fearon Publishers, 1973); *Personalizing Education*, Leland Howe and Mary Howe (Hart Publishing Company, 1975); *100 Ways To Enhance Self-Concept in the Classroom*, Jack Canfield, Harold Wells (Prentice-Hall, 1976).

## FOR THE DRAGGIN' MOMENTS:

### 1-800-332-3402

The Office of Public Instruction's toll-free hotline is available from 8-5 p.m. throughout the year. Get in touch with Linda Shadiow, Language Arts Consultant and Rita Brownlee, Reading Consultant.

### NATIONAL ENGLISH CONVENTION

The program for the 1977 Convention of the National Council of Teachers of English, Nov. 24-26 in New York City, will feature a number of speakers who are known nationally for their contributions to arts, letters, and education. The convention is attended by teachers and supervisors of English and language arts programs at all levels of education, from across the U.S. and Canada. Major convention speakers will include novelist Toni Morrison, actor Ossie Davis, playwright Paul Zindel, columnist Thomas Middleton, and authors Madeline L'Engle, Jerry Kosinski, Alice Walker, among others. The pre-convention sessions (Nov. 21-23) will concentrate on fresh approaches to classroom issues and problems. For additional information and preregistration materials write to Convention Information, NCTE, 1111 Kenyon Road, Urbana, Illinois 61801.

### CREATIVE DESK BLOTTER

Get a brightly colored piece of tag board for your desk. As the year unfolds, make it a progressive collage of items that spark a laugh or a reflection for you. Snatches of poetry, a cartoon, a book title, or a memorable student quote will be there to catch your eye as you correct papers and plan lessons.

### LISTEN TO IDEAS

The spring issue of English Bulletin listed some cassette tapes which are available on a short term loan basis from this office. The tapes could be used for departmental meetings, in-

service training, or by individual teachers. Complete annotations were included in last spring's issue so here is a reminder list of the available topics:

Some Ideas for Teaching Reading Grammar Today  
Composition Skills are Needed for Writing

Why Writers Write  
How Should Writing be Taught Today - and Why

Elective Programs  
Ideas on Involving the Uninvolved Student

The Pygmalion Effect: What You Expect is What You Get

How to Teach Six Periods a Day, 180 Kids - and Sleep Nights

Science Fiction  
English and American Indian Studies

Storytelling, Oral Reading, and the Listening Process

Women's Studies

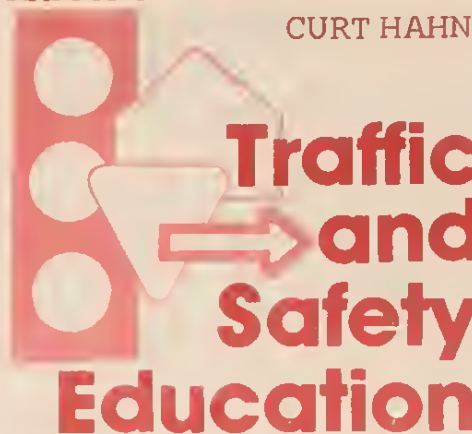
Request the tape by title from Linda Shadiow, English Consultant, Office of Public Instruction, State Capitol, Helena 59601. There will be no charge except for the cost of return postage. However, if it is lost or damaged you will be expected to pay for a replacement tape. There is a maximum two-week limit on the use of the tape.

### STATE M.A.T.E. CONVENTION

The 1977 state Montana Association of Teachers of English Conference will be held in Lewistown on Oct. 20 and 21. Workshop sessions will be conducted by Montana teachers in the areas of motivation, western literature, composition, drama, writing dialogue and many others. There will be free materials in the registration packet and numerous opportunities for discussing English teaching concerns with other teachers. Contact M.A.T.E. President, Jerry Coffey, Montana State University, Bozeman for a preliminary schedule of events.

## TRAFFIC SAFETY CONSULTANT

CURT HAHN



### EVENTS

Oct. 17-20, National Safety Congress & Exposition  
- Chicago, IL

Oct. 28-29, Northwest Regional ADTSEA Conference  
- Sheraton Airport Motel - Portland, OR

Feb. 1978 Winter and Emergency Driving Workshop  
- Stevens Point, WI

May 1978 Montana Traffic Education Association Annual Conference  
- Helena, MT

### CONTEST WINNER

Elizabeth Breum, a student at Missoula County High School, won the 1977 Montana Driver Excellence Crown in statewide competition in Missoula on April 16. At the national finals, May 14-16 in Nashville, Tennessee, Elizabeth went on to be the runner-up! Congratulations to her and to the Amvets Post No. 3 in Missoula for sponsoring the contest in Montana.

### ELEMENTARY SCHOOL TRAFFIC SAFETY

School has started again and youngsters are making their daily trips to and from school. They come and go as bicyclists, pedestrians, and passengers of school buses and private vehicles. Summer, because of its informal, recreational nature, consists of a great deal of unsupervised use of our highways and byways. Students have a tendency to become lax in applying safety skills, skills they probably are familiar with but need renewed encouragement to use. Therefore, now might be a good time to involve your students in activities that promote traffic safety.

To help you with this task, the Office of Public Instruction has available free materials for grades K-6 that deal with bicycle, pedestrian, and passenger safety. This resource material will give elementary teachers a safety program that will support the basic teaching disciplines and provide activities that many students will find relevant to their everyday lives.

Inside this resource package the teacher will find safety information and activity sheets, transparency masters and an appendix of references. These are indexed topically so that a teacher planning a science unit on natural forces, for example, could find information and activities showing how these forces of nature affect the handling characteristic of a bicycle when rounding a curve or going down a hill.

Should you desire a copy of this material and/or a workshop to help you implement a traffic safety program in your elementary school, you may write to Curt Hahn, Traffic and Safety Education Consultant or Don Black, Elementary Safety Representative, Office of Public Instruction, State Capitol, Helena 59601.

### PASSED BY THE 1977 MONTANA LEGISLATURE

SB No. 134

Repealed the requirement for motor vehicle inspection in Montana.

HB No. 145

Gives Highway Traffic Safety Division \$100,000 per year for next two years to implement the bills relating to DWI treatment programs. The program will be self-supporting thereafter by fees paid by those convicted.

HB No. 169

Eliminates excessive taxation of traffic education vehicles provided to schools free of charge.

HB No. 206

Removed the requirement of helmets for motorcycle riders eighteen years of age or older.

HB No. 251

To amend the Driving While Intoxicated (DWI) laws allowing for driver improvement and alcohol treatment programs for the convicted DWI in lieu of jail.

HB No. 260

Requires a person convicted for 3 or more DWI offenses within a 5 year period shall spend a mandatory 10 days in jail.

HB No. 355

Provides for driver rehabilitation programs in Department of Justice. Allows a convicted DWI a provisional license based upon his participation and completion of an alcohol related treatment program.

HB No. 356

Provides that courts may not defer imposition of sentence for persons convicted of driving while intoxicated.

HB No. 626

Provides that the Governor may raise state speed limits to 65 mph in the event the time comes when there would be no federal funding for highways withheld.

HB No. 769

Provides that the Department of Highways is responsible for maintenance of most federal aid routes.

Thanks a million to those of you who helped during the session!!!!

### IMPORTANT NOTICE!!

BEGINNING SEPTEMBER 1, 1978, ALL MONTANA TEACHERS OF TRAFFIC EDUCATION MUST HAVE A MINIMUM OF 12 QUARTER HOURS OF CREDIT COURSE WORK IN TRAFFIC SAFETY EDUCATION OR A RELATED FIELD. THEREAFTER, FOR EACH SUCCEEDING RENEWAL OF THE TEACHER'S TEACHING CERTIFICATE THE TEACHER MUST ACCUMULATE 6 QUARTER HOURS OF ADDITIONAL CREDIT COURSE WORK IN TRAFFIC SAFETY EDUCATION, OR A RELATED FIELD, UNTIL SUCH TIME AS AN ENDORSABLE MINOR, OR EQUIVALENT, HAS BEEN COMPLETED.

(continued on page 7)



## NO MONEY?

Sixth-graders at Chehalem Elementary School, Beaverton, Oregon, finished a bike safety unit on the road. According to teacher Bruce Adams, the class took a field trip riding their bikes to various local businesses to study career possibilities. Along the way they also practiced bike safety skills learned in class. The trip included a picnic lunch stop and discussion. Not a bad afternoon, Adams says, for a class in a school without any money in the field trip account.

## DISCOVERING TRAFFIC SAFETY

For Grades K-9 — Looking for a series of films and lesson plans to supplement your existing traffic safety curricula? The Automotive Safety Foundation has an instructional program entitled, "Discovering Traffic Safety (DTS), aimed at children, kindergarten through ninth grade. The program is organized into seven series of films and learning experiences. Each series features six specially designed films. One film prepares students for a later one which, in turn, reinforces an earlier one, thus creating a continuous program. This, of course, is one of the major goals of traffic safety education.

Each film in the program consists of several—usually four or five—brief episodes or units of instructions. Each episode consists of three or four short scenes illustrating the key idea in a different traffic situation. These units are devised to trigger discussion and emphasize key safety ideas. It is from these scenarios that children see and discover the concept on their own and through class discussion.

To increase program effectiveness and to provide the teacher with specific guidance and support materials, a program guide for each series and teacher's manual for each film are provided. If you wish further information about this material please contact the Office of Public Instruction's Traffic Safety staff.

## MOTORCYCLE SAFETY INSTRUCTIONAL PROGRAMS

Do you want to start a motorcycle rider course in your community? Do you need curriculum guidelines, equipment, films, textbooks, etc.? If so, contact Curt Hahn for assistance.

## HAHN ELECTED

Superintendent of Public Instruction Georgia Rice, announced that Curt Hahn, Traffic and Safety Education Consultant for the Office of Public Instruction has been elected to a three year term on the Board of Directors of the American Driver and Traffic Safety Education Association. Hahn will represent the Northwest Region.

The primary purpose of the American Driver and Traffic Safety Education Association is the prevention of accidents by improving and extending driver and traffic safety education in schools and colleges. ADTSEA works to accomplish this purpose through conferences, programs of teacher education and dissemination of materials designed to strengthen the teaching of traffic safety at all levels.

## APPLICATIONS DUE

School district applications for approval of a traffic education program(s) for the 1977-78 school year and summer 1978, are due and must be approved by the Superintendent of Public Instruction before the program begins. To obtain approval for a traffic education program and to be eligible for reimbursement a school district must complete and submit the application form entitled, "School District Application for Approval of a Traffic Education Program(s) for Student Drivers." This application form can be obtained from the Superintendent of Public Instruction's Traffic and Safety Education Consultant, Curt Hahn. Please be advised that all traffic education vehicles used in an approved program must be equipped with a first-aid kit, flares or reflector warning devices, and a fire extinguisher located in the passenger compartment.

## SIGNS

Special signs are available which identify accessible buildings, and accessible facilities within the building. They are called "Symbols of Access," and the main purpose is to identify buildings with accommodations for persons in wheelchairs. Seton Name Plate Corp., Dept. NR, New Haven, CT 06505.

## FREEBIES

"Consumers Shopping Guide for Auto Insurance," booklet, write: State of N.Y. Insurance Department, Agency Building One, Empire State Plaza, Albany, N.Y. 12223. 52 pages on individual companies.

Gas Savings Booklet, single copy, write: Business Manager, Highway Users Federation, 1776 Massachusetts Ave. NW, Washington DC 20036.

"Driving the Interstates," pamphlet, write: Detroit Deisel Allison, Division of General Motors Corporation, 13400 West Outer Dr., Detroit, Michigan 48228.

Set of six informative answer booklets from Shell Oil Company, write: Russ Russo, Shell Oil Company, P.O. Box 61609, Houston, Texas 77208.

Free loan films: *Passive Restraints: A National Priority* (1975) detailed film on air bags and how they work. Demonstrations with dummies and people. *Ridin' the Edge* (1976) the story of stunt driver who drove an air bag equipped car into a cement wall. Address: Mr. David Jackson, Allstate Insurance Company, 99 Garnsey Rd., Pittsford, N.Y. 14534.

*The Best Drivers Make It Look Easy*, booklet. Orders for reasonable classroom quantities may be placed now by: public and parochial schools which have approved state DE Programs taught by certified, on-staff instructors; U.S. Military Installations; colleges and universities; traffic courts. Chevrolet Driver Education, General Motors Corporation, 1-101 GM Building, Detroit, MI 48202.

## ADOZEN WAYS TO STRENGTHEN DEALER-EDUCATOR RELATIONSHIPS —

Send appreciation letters to dealers from superintendent, principals, instructors, students, PTA members, parents

Publish pictures and articles in the school publications acknowledging dealers' participation

Change student on-road drivers in front of the dealer's showroom to let him see his vehicle in use

Take students to dealership to see new models at announcement time

Get media coverage (newspaper/radio/TV) for dealers' participation

Visit dealers personally to update them on the DE Program

Advertise loaners-for-sale in the school paper and on the bulletin board when cars are withdrawn from the program

Recommend that the entire school staff patronize participating dealers at car-buying time

Invite dealership personnel to appear before consumer education classes to give guidelines for purchasing new and used vehicles

Sponsor dealer appreciation banquet and present certificates/plaques

Write appreciation letters to dealers' zone, regional, and national factory reps, giving statistics that will help commit vehicles to the DE Program

Invite dealer reps to observe the program.

## DO YOU KNOW THE LAW?

### AUTHORIZED EMERGENCY VEHICLES

Taken from the Montana Highway Patrol Motor Vehicle Code

Pg. 88: 32-2102

(g) Emergency Service Vehicles (. . . are, ed.) vehicles of state, county, or municipal departments or public service vehicles, which, by the nature of their operation, cause a vehicular traffic hazard; or authorized tow cars.

Pg. 97-98: 32-2128. *Police vehicles and authorized emergency vehicles.*

(a) The driver of a police vehicle or authorized emergency vehicle, when responding to an emergency call or when in the pursuit of an actual or suspected violator of the law or when responding to but not upon returning from a fire alarm, may exercise the privileges set forth in this section, but subject to the conditions herein stated.

(b) The driver of a police vehicle or authorized emergency vehicle may:

1. Park or stand, irrespective of the provisions of this act;
2. Proceed past a red or stop signal or stop sign, but only after slowing down as may be necessary for safe operation;
3. Exceed the speed limits so long as he does not endanger life or property;
4. Disregard regulations governing direction of movement or turning in specified directions.

(c) The exemptions herein granted to a police vehicle or authorized

## TRAFFIC EDUCATION LEARNER LICENSE

A number of traffic education teachers seem to have some misunderstanding about the traffic education learner license. The Montana Traffic Education Learner License allows a student who is successfully participating in a state approved traffic education program to legally practice driving with a licensed parent or guardian as well as a traffic education instructor. In order for this license to be issued the student must be at least fourteen and one-half years of age and be successfully participating in the program. If the student completes the traffic education program and is not yet fifteen years old, no learner license can be issued.

## DRIVER EDUCATION QUOTES

"The National Highway Traffic Safety Administration (NHTSA) has taken the position that a quality High School Driver Education program is capable of a 10-15 percent effect in terms of reducing the probability of crash involvement among persons exposed to it. Such an effect would be cost effective in terms of those crash reduction savings gained in the first year after licensing alone."

Quoted from U.S. Department of Transportation, (NHTSA). *The Driver Education Evaluation Program (DEEP) Study. A Report to the Congress.* Wash. DC 7/75 p.1.

emergency vehicle shall apply only when such vehicles are making use of audible and visual signals meeting the requirements of section 32-21-132, except that an authorized emergency vehicle operated as a police vehicle need not be equipped with or display a red light visible from in front of the vehicle.

(d) The foregoing provisions shall not relieve the driver of a police vehicle or authorized emergency vehicle from the duty to drive with due regard for the safety of all persons, nor shall such provisions protect the driver from the consequences of his reckless disregard for the safety of others.

Pg. 124-125: 32-2175. *Operation of vehicles on approach of police vehicles or authorized emergency vehicles.*

(a) Upon the immediate approach of an authorized emergency vehicle making use of audible and visual signals meeting the requirements of section 32-21-132, or of a police vehicle properly and lawfully making use of an audible signal only, the driver of every other vehicle shall yield the right of way and shall immediately drive to a position parallel to, and as close as possible to, the right-hand edge or curb of the roadway clear of any intersection and shall stop and remain in such position until the police vehicle or authorized emergency vehicle has passed, except when otherwise directed by a police officer or highway patrolman.

(b) This section shall not operate to relieve the driver of a police vehicle or authorized emergency vehicle from the duty to drive with due regard for the safety of all persons using the highway.



# Pupil Transportation Safety



## CONFERENCE REPORT

The Montana Conference for Pupil Transportation conducted at Big Sky, July 12-15 was a big success. Approximately 170 people attended and we heard many remarks that they gained valuable knowledge from the varied workshops.

More school administrators and school board members attended than in the past. However, the number of bus drivers attending was considerably lower.

Those of you involved in pupil transportation who were unable to attend missed a good chance to keep up with the latest trends in this field and we hope that you will set aside the time to attend the Montana Conference for Pupil Transportation in Billings, July 11-14, 1978.

## PUPIL TRANSPORTATION SAFETY

We will publish Pupil Transportation Safety News every other month in this newsletter. If you have information, announcements—anything that you would like included—please call or write Terry Brown, Pupil Transportation Safety Consultant, State Capitol, Helena 59601. We will make every effort to include your news items in the Montana Schools Newsletters.

## NATIONAL SCHOOL BUS SAFETY WEEK

When you receive this newsletter, the National School Bus Safety Week should be confirmed for Oct. 9-15. The proclamation was before Congress in August and, of course, required Pres. Carter's signature.

School Bus Safety Week is a chance for all transportation people across the United States to show off the great things they are doing. We have enclosed a list of suggested activities for this special week. I hope that you will find them valuable.

## DRIVER RECOGNITION DINNERS

This can be done by one of your local community service clubs. (Kiwanis, Rotary, Lions, Veterans, etc.)

## FEATURE ARTICLES IN LOCAL NEWSPAPER

Give your local paper the data about your district, miles traveled, drivers, cost, etc. This is the best way to let the most people know how important pupil transportation is in relation to the total education program.

## DISPLAY YOUR EQUIPMENT

Park buses at shopping centers or supermarkets with drivers available to answer questions or hand out material about your transportation program.

## OPEN HOUSE

Let your patrons know your facilities will be open during this week for their inspection.

## WINDOW DISPLAYS

Contact your local business people and arrange for transportation displays in the windows. Many elementary teachers are looking for poster projects for their students.

## SCHOOL ASSEMBLY PROGRAMS

Programs on school bus safety are available from many sources. Contact your school's audio-visual director.

## RADIO AND TELEVISION

If you have these services available, provide them with the necessary information so they can tell your story. Furnish list of drivers, number of students each transports, years of service, etc. Might even have songs dedicated to them.

## SAFETY AWARD BANQUETS

If you plan to have one of these, try to schedule it during this week with news coverage.

## PROGRAM PRESENTATIONS

Volunteer your transportation people for program speakers during this week. Show your routing maps, record systems, maintenance program, etc. You have a wealth of information at your finger tips that is of great interest to the public.

## SCHOOL BUS SAFETY POSTER CONTEST

Suggest local district conduct a school bus safety poster contest for students. Prizes can be awarded for the best entries, and all posters can be displayed in local areas of assembly.

This list provides a few ideas that might work in your area. You might be able to think of many other ways to make your local people more aware of the important part the BUS DRIVER and your transportation system play in your community.



## FALL WORKSHOPS

In cooperation with the seven regional workshops sponsored by the Superintendent of Public Instruction, the Division of School Food Services staff is planning sessions for school food service personnel. We urge all persons with responsibilities in this area to attend these sessions. There will be information for superintendents, manager/cooks, assistant cooks and clerks. Additional mini-workshops will be conducted in September and October by the Division of School Food Services staff at sites not reached by the regional workshops.

Mini-workshops are scheduled from 4 to 7 p.m. at the sites listed. The evening meal at these workshops are to be "Type A" lunches brought by the participants. Do join in as the meal is a part of the workshop learning experience. Topics include menu planning, record keeping, accounting, regulations and nutrition education.

## EAT TO LEARN - LEARN TO EAT

This is the theme for National School Lunch Week, Oct. 9 through 14. Millions of students and school lunch programs will participate in the Universal Menu Day which is Wednesday of that week. The menu featured is:

Lasagna de Vinci  
(USDA recipe No. D-31)  
Coliseum Broccoli Salad  
with  
Italian Dressing  
Gondola Garlic Bread  
Sunny Italy Fruit Surprise  
Mama Mia Milk

## COLISEUM BROCCOLI SALAD

with Italian Dressing

100 servings

Broccoli, frozen, chopped	2½ lb.
Green beans, drained,	4 (No. 10)
reserve liquid	cans
Onions, finely chopped	3 lb.
Garlic, finely chopped	2 cloves
Vinegar	1½ cups
Salad oil	2 cups
Sugar	1 cup
Salt	1 Tbsp.
Allspice, ground	1 tsp.
Mustard, ground	2 tsp.
Cloves, ground	1 tsp.
Celery seed	2 Tbsp.
Lettuce	4 lb.

## Directions

1. Combine broccoli, beans, onions, and garlic. Toss lightly.
2. Combine vinegar, oil, sugar, salt, allspice, mustard, cloves, celery seed, and 1 cup reserved green bean liquid. Stir to mix well, bring to boil. Reduce heat and simmer 5 minutes.
3. Pour dressing over vegetables. Cover and refrigerate overnight.
4. Tear lettuce into 1" pieces and arrange on plates.
5. Portion ½ cup vegetables on lettuce.

Note: Each ½ cup serving provides ½ cup fruit/vegetable requirement. From Elizabeth, N.J., School Food-service Department.

## WHAT ARE SCHOOL FOOD SERVICES?

School Food Services are a part of the USDA Child Nutrition Programs administered at state and local levels. The goal is to safeguard and improve the health of U.S. children through better nutrition. Students of high school age and under are eligible to participate in private and public schools.

Agreements are signed between school districts and the Division of School Food Services in the Office of Public Instruction. Programs are offered to all children without discrimination; meals must meet specific nutritional standards and be offered at full price, reduced price and free.

Child Nutrition Programs included in School Food Services are lunch, breakfast and special milk for which financial assistance is received by the school districts for each child served. The Nonfood Assistance Program is designed to assist schools in establishing, maintaining and expanding food services. Nutrition Education offers students basic nutrition information and presents nutrition training to school staff members.

## DONATED FOOD NOTES

During the first month of school, donated foods being shipped are all-purpose flour, bread flour, natural cheese and American process cheese. Frozen whole turkeys and beef roasts will be shipped after Labor Day. Bread flour is most suitable for yeast products such as bread and rolls while all purpose flour is better for yeast products like cakes, cookies, and baked desserts.

In completing Allocation Cards remember these rules: use numbers in the columns, not "Xs" or "✓s", return the cards immediately and sign in INK! For additional information refer to Food Distribution Program Instructions and Records booklet or School Food Services Manual.

## PERSONNEL

## DIVISION OF SCHOOL FOOD SERVICES

## OFFICE OF PUBLIC INSTRUCTION

Brisbin Skiles, Manager  
Ann Ferguson, Nutrition Education Consultant  
Nutrition Consultant (vacant)  
Linda Rosvall, Accountant  
Carol Erickson, Clerk-Typist  
Jean Stock, Food Distribution Clerk  
Ruth Boyce, Assistant Food Distribution Clerk  
Sofia Janik, Secretary

## MONTANA SCHOOL FOOD SERVICE ASSOCIATION OFFICERS

Erma Stinson, President, Montana School Food Service Association, C.M. Russell High School, 288 17th Avenue N.W., Great Falls 59403  
Julie Kotschevar, Vice-President, Montana School Food Service Association, University Food Service, University of Montana, Missoula 59801

Evelyn Peterson, Treasurer, Missoula Elementary Schools, Administration Building, 215 South 6th West, Missoula 59801

Kay Kilby, Secretary, School Food Service, Administration Building, 1100 4th South, Great Falls 59401

The Division of School Food Services mailing address is Office of Public Instruction, Division of School Food Services, State Capitol, Helena 59601. We are located at 326 Washington Drive in Helena.

## Dates of fall workshops are:

Sept. 13	Worden, Huntley Project School
Sept. 14	Colstrip, Colstrip High School
Sept. 15	Bozeman, Wilson School
Sept. 26	Missoula, Hellgate High School
Sept. 27	Plains, Plains High School
Oct. 4	Columbia Falls, Columbia Falls High School
Oct. 5	Shelby, Meadowlark School
Oct. 6	Malta, Malta K-6 School
Oct. 9-14	National School Lunch Week
Oct. 13	Clancy, Clancy School
Oct. 18	Havre (tentative)



# \$1 million available in Title IV grants

*Editor's Note: Laurelee Wright, ESEA Title IV Consultant in the Office of Public Instruction, provided the following update on the Title IV program in the state office. Be sure to notice the funding increases in Title IV-Part C incentive grants.*

More than a million dollars in allocated and competitive grant money is available to school districts throughout the state during the 1977-78 school year under Title IV of the Elementary and Secondary Education Act (ESEA IV Parts B and C).

Designed to provide funds to supplement existing school programs in the areas of library resources, instructional materials and equipment, and guidance, counseling and testing programs, ESEA IV-B is noncompetitive and does not have to be matched with local district money.

ESEA IV-C seeks to stimulate the development and adoption of innovative programs and practices to meet critical local and statewide educational needs. Part C funds are

available for use in schools through four types of competitive grants: innovation, demonstration-site, adoption and incentive.

The major change in Part C this year is the new funding maximum for incentive grants; schools can receive up to \$3,000 for incentive grants, an increase from last year's \$1,500 maximum.

The application deadline for both Parts B and C is Jan. 6. Since the noncompetitive Part B funds will be sent to schools as soon as applications are received and approved, schools should submit the Part B section as soon as possible. Part C incentive and adoption grant applicants will be notified of review results by Feb. 28; demonstration-site and innovation grants applicants will be notified by April 28.

Applications are being mailed to all district and county superintendents during September. For more information, write or call Bill Elliott, Manager of ESEA IV, Office of Public Instruction, Capitol, Helena 59601; or call on the Education Hotline, 1-800-332-3402.

## Reading coordinators trained

The Office of Public Instruction and 16 reading educators made a deal this year. Their part was to come to Helena this summer to earn college credits learning how to become Reading Improvement Coordinators. The Office of Public Instruction's part was to put on the show.

Most of the deal was fulfilled Aug. 1-5 when the school people came together for a five-day workshop organized by Rita Brownlee, Reading Consultant in the state office.

Specifically, the coordinators learned to plan and conduct inservice training for their respective staff, to lead and aid committee work in the review of "scope and sequence" of curriculum, to act as resources for teachers, to work with local Reading Improvement Advisory Councils.

During the workshop, they learned about the resources in the Office of Public Instruction available to assist them. They heard from University of Montana reading specialist, Geneva Van Horne, on theory and resources. They spent a day with Diane Thomas-Rupert, a reading expert who explained how to make comparative studies and evaluations of reading materials.

We said most of the deal had been met in August. There's more. According to the agreement between the school districts sending the workshop participants and the state office, the reading coordinators will receive 10 more days of inservice training during the school year.

## Five-valley conference promises variety

Peggy Brogan, author and reading consultant, and Hugh Schoephoerster, Director of the Minnesota Right to Read Program, will be the keynote speakers at the Five Valleys Reading Council conference, Oct. 1 at the University Center, Missoula.

Brogan's address is titled, "Using Literature to Bring New Dimensions to The Teaching of Language Arts;" Schoephoerster's is called "Programming Reading Failure Out of Existence."

The conference will have more than 30 sectionals, each presented twice and addressed to teachers of primary, intermediate, junior high and high school levels and special services educators.

Geneva Van Horne of the Reading Council, says the sectionals offer a tremendous variety including materials for the bright and gifted, storytelling, games, a writing stimulator, content reading, poetry, pragmatics, best books, parent involvement, language arts and environmental education, filmmaking and speech-reading activities.

The conference will begin at 8:30 a.m. and registration information is available from Mary Downey, Reading Teacher, Hellgate High School, Missoula 59801.

## County Superintendent: what a great job

EDITOR'S NOTE MONTANA SCHOOLS ASKED THE COUNTY SUPERINTENDENTS TO DESCRIBE THEIR PERSPECTIVE OF THE MONTANA EDUCATIONAL HORIZON AND THEY SAID THEY WOULD LIKE PEOPLE TO KNOW THE VARIETY OF ACTIVITIES IN WHICH COUNTY SUPERINTENDENTS BECOME INVOLVED AND TO KNOW A LITTLE ABOUT HOW IT FEELS TO BE A SUPERINTENDENT. THEY SAID THEY JUST HAPPENED TO HAVE SUCH AN ARTICLE. IT WAS PREPARED BY CAROLYN FROJEN, MISSOULA COUNTY SUPERINTENDENT AND A MEMBER OF THE BOARD OF PUBLIC EDUCATION, WHEN SHE WAS INSTALLED AS PRESIDENT OF THE MONTANA ASSOCIATION OF COUNTY SUPERINTENDENTS.

Supervise — carry out — distribute — collect — visit — advise — consult — decide — determine — act — call — appoint — transmit — keep — file — make — review — determine — by law, we county superintendents are required to apply all these words to our work. I admit the list is awesome. Each of us probably recalls her first encounter with the variety of duties her office required of her. Perhaps she wondered why she ever had run for the elective post in the first place, and had a few hours of feeling totally inadequate. But somehow the weeks passed, and the forms, reports, and statistics, budgets, contracts, and correspondence were assembled — however fearfully they had been approached — and her courage and confidence slowly returned.

The days were filled with fascinating variety.

- + A teacher conferred on how to help a bright, needy student gain a scholarship.
- + A school board member came in to learn procedures for a bonding program.
- + A baffled clerk has a question on how to fund hot lunches.
- + A principal related the success of a new program for slow readers.
- + A deputy sheriff asked how to proceed with a youngster whose home situation had led to the delinquency.
- + A young, glowing college senior came to apply for a teaching position.
- + A schoolbus driver stopped by to state that the county commissioners had not built the turn-around that they had promised him.
- + A mother called for an appointment to ask what help is available for her hard-of-hearing son.
- + The secretary across the hall slipped in for advice on how she could induce her favorite date to consider the purchase of the diamond.
- + The Red Cross phoned that a class was being held for busdrivers with expiring first-aid certificates.

+ Office of Public Instruction called to say that regarding contract 2,000, transportation for John Smith was disallowed because he was only a foster child, and not legally adopted.

+ That on Contract 13, Mary Jones was not 6 years old until October 1, hence was out 28 days on 2nd sibling rate, and furthermore she lived only 1 3/8 miles from the bus route.

+ The county attorney rushed in to give her a decision that the legal residence of a trustee is "the place where one remains when not called elsewhere for labor. . . and to which he returns in seasons of repose."



Carolyn Frojen

Leaving her desk piled high with auditor's reports, budget sheets, T 1s, T 4s, T 6s, T 10s, accreditation questionnaires, foundation program schedules, she rushed out of the office shortly before 6 o'clock; she hurried dinner so that she could drive the 30 miles to the rural school where she had been invited to meet with — and, hopefully, to mollify — patrons who were being asked to approve an emergency budget; they proved to be less belligerent than she had expected.

At home, on toward midnight she managed the bath, the setting of hair, the rinsing out of hose; then finally she sat down to a cup of warm milk, and the deep breath that she now felt entitled to draw.

What an exhausting day it had been. She felt wilted — drained — flattened by all these demands.

And yet, all these people had turned to *her* for help. What a compliment! What a trust! What a rich-rewarding-exciting-stimulating challenging experience!

Suddenly the realization swept over her. Supervise — carry out — distribute — collect — visit — advise — consult — decide — determine — act — call — appoint — transmit — keep — file. How exhilarating! What a great job it was to be a County Superintendent!



## Adult-ed programs to be funded

The 45th Montana Legislature appropriated \$200,000 for 1977-79 to conduct adult basic education. This is the first time state money has been made available for adult ed and applications are being accepted in the Office of Public Instruction for new and existing programs. The application deadline is Oct. 1.

In addition, the state office recently received its annual federal award for support of adult basic literacy programs in schools. The office received \$358,807. Last year, 23 districts offered adult ed classes and districts are encouraged to apply anytime for funds to conduct classes for adults without high school diplomas.

Also, the office has some federal money available for institutions to conduct teacher training courses for prospective adult education teachers. Authorized by the 1975 amendments to the Adult Education Act, the funds are available to degree-granting universities as well as to other agencies capable of conducting the training.

Applications for teacher training programs must be submitted by Sept. 30 and approval of successful applications will be made by Oct. 31.

More information and applications for all of these adult education programs are available from William Cunneen, Manager, Division of Adult Education, Office of Public Instruction, Capitol, Helena 59601 or you may use the Education Hotline 1-800-332-3402.

## VFW sponsors essay contest

The Voice of Democracy scholarship program, a radio essay contest, will be conducted again this year by the Veterans of Foreign Wars, its Ladies Auxiliary and the Montana Broadcasters Association.

Sophomores, juniors and seniors may enter the competition by submitting a taped, three- to five-minute script on the theme, "My Responsibility to America." For more detailed instructions, consult a member of the local VFW chapter or a local radio station.

The deadline for completing competition is Dec. 5. Prizes are a \$25 bond for school winners, a \$50 bond for community winners where there is more than one high school, a \$75 bond for VFW district winners and a \$100 bond for the state winner. The Voice of Democracy state winner also will earn an expense paid trip to Washington and a chance to enter competition in March for a \$22,000 scholarship.

More information is available from Doris and Walter Marshall, 931 Knight Street, Helena 59601.

# Reel News

by Bruce MacIntyre

As most of you are no doubt aware, the rental price for films from the Montana State Audio-Visual Library has been increased to \$5 per booking effective July 1, 1977. Many schools have asked why this was necessary and especially why on such short notice.

The entire situation was caused by increased prices and lowered budgets. The library is now economically self-sufficient, totally dependent on the income from film rentals to pay salaries, rent, postage, film repairs, new film purchases, etc. . . . There is no longer a general fund appropriation from the Legislature to subsidize the library. If we had tried to be self-sufficient on the \$2 charge, this school year would have probably been the last for the AV library.

## Impact aid applications due

Final reports for determining payment for applications filed under Title I of Public Law 81-874 (Federal Impact Aid) are due Sept. 12 for the 1976-77 school year. More information is available from Pat Wickhorst, Federal Impact Aid Consultant, Office of Public Instruction, Capitol, Helena 59601.

## Geology teachers to meet

The North Central Section of the National Association of Geology Teachers will conduct its Fall meeting Sept. 30—Oct. 2 in Bozeman. According to a release for the organization, Bozeman was chosen for the ease of conducting field displays and the meeting will feature practical geological field work from rock identification to recognition of large folds. For more information, write John Montagne, Department of Earth Sciences, Montana State University, Bozeman 59717.

We appreciate your concern and interest, and there is something you can do. Rent another film! We're still less than 1/2 price compared to most film rental libraries and well below the national average of about \$9.25 per film. The more films you rent, the more money we'll have to plow back into the library. And ALL of it goes back into library operation and development.

So much for the past. What can you expect in the future? We have just purchased two new film inspection machines that should be delivered by the end of September. We hope this will mean that the films will come to you in better physical condition.

A little later this year, we will begin inserting a special cleaning leader at the beginning of our films. Please don't remove either the regular leader or the cleaning leader; they will not harm your projector. Their purpose is to clean the film path of dirt particles that build up in the projector and scratch the film.

We also plan to print labels for the film cans showing the film title, number and cost. We hope this will make it easier for you to identify and keep track of the films when they are in your school and also help make people aware of how much films cost to replace.

As we did last year, we anticipate buying mostly duplicate copies of films we already own rather than buying new titles. We will try to keep you informed as these duplicates arrive, and any new titles will be described in future editions of *Montana Schools*.

We have received several requests for copies of the 1974 catalogue and 1975 supplement. Both of those publications are out of print and rather than perpetuate the three-volume catalogue problem, we hope to publish a combined catalogue before the start of the 1978-79 school year. We hope to be able to provide one free copy to each school and make additional copies available for about \$4 each. Availability date and charges are tentative until we have a clearer picture of how many films will be ordered for the 1977-78 school year.

We've added a new series of films to the library that you may have seen at the workshops during the past year. "The Heart of Teaching," produced by the Agency for Instructional Television ("Self-Incorporated," "Inside-Out"), is a project designed to help teachers deal with some of their most common affective problems—frustration, anger, isolation, change and pressure.

While teachers can derive some value from viewing the programs and reflecting on them alone, discussion with others is likely to yield greater insights. Parents, teachers and administrators can all benefit from them and students in pre-service situations might also find them stimulating. Viewer's guides and discussion leader's guides are available from AIT for those wishing to use the series in a more organized program. For more information about this, contact the Library/Media Division of the Office of Public Instruction.

"The Heart of Teaching" Series:

No. 8833 THE PARENT CRUNCH  
AIT 1977 C,A Color 15 Min.  
Fourth-grader Sandy McNaughton gets A's on his homework and C's on the same work done in class. The A's confuse his teacher and the C's confuse his father. When the first report card goes out, Mr. McNaughton comes in—at 7:30 the next morning. The futile efforts of father and teacher to convince one another that each is doing what is best for the child only result in catching Sandy in the crunch. This program highlights one of the most common stress-producing events in the lives of teachers—the encounter with an angry parent.

No. 8835 AN EYE FOR CHANGE  
AIT 1977 C,A Color 15 Min.  
Teachers are often asked to change the "what and how" of their teaching. Which changes are reasonable and appropriate and which are not? This is a question Trudy Bowman must deal with now that her principal has instituted a project for professional development. As the program opens, Trudy is being watched by more than the usual thirty pairs of eyes in her American History class. A video camera grinds relentlessly in the back of the room, making a tape to be evaluated by the social sciences faculty. As Trudy interacts with her students and reacts to the camera, she is conscious of her unseen jury of peers. Intellectually she supports what she is doing, but her emotions tell a different story. This program focuses on the mixed feelings, worries, and personal risks involved in a teacher's professional growth.

No. 8834 LAST HOUR CLASH  
AIT 1977 C,A Color 15 Min.  
Whit Jefferson can't understand why Sidney constantly disrupts his class, and Sidney can't understand why the teacher always picks on him. All efforts to reach an understanding end in failure for both teacher and student. This program caricatures the frustrations teachers feel when nothing they do seems to reach certain students, and also suggests ways to deal with those frustrations. It uses humor and exaggeration to bring out the best and worst of a concerned but bungling teacher, his "helping" friend, and the student, Sidney.

No. 8837 ONE IS SOMETHING ELSE  
AIT 1977 C,A Color 15 Min.  
Fifty individual students and an infinite number of individual differences—cultural, racial, intellectual, creative—make up Lynn's elementary class. A series of scenes from her classroom show how these differences complicate her work, but at the same time, make teaching the very special kind of creative profession that it is. The program points up the things a teacher must keep in mind, simultaneously, if she is to be helpful to all manner of students with all manner of needs and backgrounds. (The other programs in the series are dramatizations, but this is semi-documentary.)

No. 8837 A FACULTY FEELING  
AIT 1977 C,A Color 15 Min.  
Discussion at the teachers' meeting takes an unexpected turn, and, for many, a distressing one. The issue becomes not the exam schedule but whether teachers are a collection of isolated individuals under one roof or a unified faculty whose members work together—to use Stan Auer's analogy from the program, whether they are "a bunch of nuts and bolts" or "a magnificent machine... running smoothly... generating tremendous power." This is an intense drama that ends on a hopeful note.

No. 8838 TEACHERS' MEETING  
AIT 1977 C,A Color 15 Min.  
This is a 30-minute version of "A Faculty Feeling."





Sept. 5 Labor Day  
8-11 Nat. Rifle Assoc. Shooting Sports Pilot Workshop, Luccock Park Camp - Livingston  
9-10 DECA Coordinators Conference - Lewistown  
10 Montana School Boards Assoc. Delegate Assembly - Great Falls  
15-16 Nat. School Boards Assoc. Regional Conference - Lincoln, Neb.  
15-17 Montana Trade & Industrial Education Conference - Helena  
17 Citizenship Day  
17-21 Society of State Directors of Health, Physical Education & Recreation Nat. Workshop - Gull Lake, Mich.  
19-20 School Administrators Conference (To provide technical assistance for development of local 5-year plans for vocational education-EDPA Part F 553 Grant) - Helena  
23 Native American Indian Day  
25 Good Neighbor Day

## Sep



Jan. 1 New Year's Day  
9-20 Winter & Emergency Driving Workshop Stevens Point, Wis.  
Jan. 30- Feb. 1 Montana Assoc. of Elementary School Principals Conference - Helena  
30-31 Montana High School Assoc. Annual Meeting - Helena

## Jan

Feb. 5-10 Nat. VICA & Nat. Vocational Educ. Week  
10-15 Nat. Assoc. of Secondary School Principals Anaheim, Calif.  
12 Lincoln's Birthday  
20 Washington's Birthday  
20-24 Nat. Future Farmers of America Week  
24-27 American Assoc. of School Administrators Convention - Atlanta, Geo.

## Feb

Mar. 1-3 Multiple Sclerosis Spring Read-A-Thon Month  
9-11 DECA State Junior Collegiate Career Development Conference - Miles City  
11 Northwest Reading Council Conference Kalispell  
16-18 Montana Council of Teachers of Mathematics Annual Conference - Missoula

## Mar

28-29 Joint Fall Leadership Conference - DECA, OEA, VICA - Bozeman  
28-30 DECA Board of Governors' Meeting - Bozeman

Oct. 1-31 Multiple Sclerosis Fall Read-A-Thon Month  
1 The Five Valleys Reading Conference - Missoula  
3 New Administrators Conference - Helena  
8 DECA Junior Collegiate Board of Governors', Montana/Wyoming Jr. Collegiate Conference Billings  
9-15 Nat. Fire Prevention Week  
9-15 Nat. School Lunch Week  
12 Columbus Day  
13-15 Montana School Boards Assoc. Conference Billings  
17-20 Nat. Safety Congress & Exposition Chicago, Ill.  
19-20-21 Montana Federation of Teachers Convention Helena  
20-21 Montana Assoc. for Health, Physical Educ. & Recreation State Convention - Missoula  
20-21 Montana Education Assoc. Teachers Convention - Kalispell, Helena, Glendive  
20-21 Montana State Reading Council - Bozeman  
20-21 Montana Industrial Education Assoc. & Montana Vocational Assoc. Conference Billings  
20-21 Montana Assoc. of Teachers of English Meeting - Lewistown

## Oct

20-22 Western Region DECA Leadership Conference - Jackson Hole, Wy.  
24 Veteran's Day - Nat. Observance  
28-29 Northwest Regional American Driver & Traffic Safety Educ. Assoc. - Portland, Ore.

Nov. 1 Pioneer Day  
4 Assoc. for Supervision & Curriculum Development Fall Meeting - Fairmont Hot Springs  
7 General Election Day  
8-11 Nat. FFA Convention - Kansas City, Mo.  
11 Veteran's Day - State Observance  
14-16 Montana Assoc. of Student Councils Convention - Billings  
14-18 American Education Week  
14-20 Nat. Children's Book Week  
24 Thanksgiving  
23-26 Nat. Council of Teachers of English Convention - New York, N. Y.

## Nov

Dec. 2-7 American Vocational Assoc. Convention Atlantic City, N. J.  
4-6 Northwest Assoc. of Secondary & High Schools - Portland, Ore.  
11-14 Nat. Conference of High School Directors of Athletics - Omaha, Neb.  
25 Christmas

## Dec

22-24 State FHA Conference - U of M - Missoula  
23-24 Office Educ. Assoc. State Leadership Conference - Kalispell  
26 Easter

April 1-2 Music Festivals Districts 2, 2, 4, 5, 6 & 7  
1-5 Nat. Assoc. of Elementary School Principals Conference - Dallas, Tex.  
1-5 Week of the Young Child, Child Care Coordinating Council - Helena  
2-8 Nat. Library Week  
5-7 State FFA Leadership Conference - Bozeman  
6-8 High School State DECA Career Development Conference - Billings  
6-11 American Alliance for Health Physical Educ. & Recreation Nat. Convention - Kansas City, Mo.

## April

7-8 Secondary English Conference - Dallas, Tex.  
8-9 Montana Assoc. of School Administrators Conference - Helena  
10-11 State Superintendent's Annual Educ. Conference - Helena  
10-16 Music Educ. Nat. Conference - Chicago, Ill.  
11-12 Montana Assoc. of County Superintendent's Annual Meeting - Helena  
15-16 Music Festivals Districts 3, 8, 9, 10, 11 & 12  
20-21 VICA State Leadership Conference - Havre  
20-22 Northwest Assoc. for Health, Physical Educ. & Recreation District Convention Spokane, Wash.  
28 Arbor Day  
27-29 High School Week & Montana Assoc. of Secondary School Principals Conference Montana State University, Bozeman

May 1 Montana Traffic Education Assoc. Annual Conference - Helena  
1 Law Day  
1-5 International Reading Assoc. 23rd Annual Conference - Houston, Tex.  
1-6 DECA Junior Collegiate Nat. Career Development Conference - Washington, D. C.  
6-7 Montana Library Assoc.-School Library Media Division - Kalispell  
6-7 State Solo & Ensemble Festivals Billings & Missoula  
7-12 Nat. High School DECA Career Development Conference - Washington, D. C.  
29 Memorial Day

## May

June 6 Primary Election  
11-16 Nat. Golf Foundation Tri-State Golf Seminar - Bozeman  
12-16 Annual Montana Vocational Agriculture Teachers Conference - Bozeman  
12-16 Outdoor Education Workshop - Luccock Park Camp - Livingston  
14 Flag Day  
27-30 Nat. VICA Leadership Conference & Skill Olympics - Birmingham, Ala.

## June

July 1-7 Nat. Educ. Assoc. - Dallas, Tex.  
4 Independence Day  
11-14 Pupil Transportation Conference - Billings

## Jul



# something special

"Huggers, I need six huggers. C'mon, line up. These kids are ready to run."

The voice of the race master cracked on a blustery, gray day last spring over a group of college-aged youth assembled on the cinder race track. They were volunteers getting ready to do just what their names implied, to congratulate and reward—to hug—competitors in the Special Olympics State Games in Bozeman May 18-21 in which more than 1,100 mentally and physically handicapped students ran, jumped, swam and threw to their ultimate and very special best.

Something about the personal attention "huggers" paid to each participant symbolizes the warmth of the Special Olympic effort. The games are funded mostly by the Office of Public Instruction which provides about \$22,000 a year, and thousands of people must work together to make the games work.

Sonny Holland, head football coach at Montana State University, was the first head coach at a major university to be Games Director. Popular figures such as Ronald McDonald, and professional football and basketball players—even a frisbee champ—were there.

Most of all, the Special Olympics are the result of projects in dozens of communities conducted by civic groups and volunteers who set up local competitions, raise money, give talks in schools to encourage participation of teachers and students and provide transportation. The pay-off for most of them seems to come in moments like the following.

A young fellow had struggled immensely in the race. His deformities were obvious and profound and he finished well behind the others. It seemed to take him agonizing minutes to finish a race the others had completed in seconds. No matter to him. Even before he finished his race, a broad smile opened on his face and as he passed the finish line, he began to shout "I did it. I finished. I did it. I did it."

That is the reward and the spirit of Special Olympics — special because every one is a winner.



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## FROM THE SUPER- INTENDENT

Vocational education in the Office of Public Instruction has a new look this fall as a result of careful study of vocational education statutes and clarification of the roles of the Board of Education and of the Superintendent of Public Instruction.

Montana law states that the Board of Education acting in its capacity as Board of Vocational Education is the governing, policy making board for vocational education in Montana. My role is to act as the Board's Executive Officer for vocational education and to administer programs according to the Board's policy.

The most noticeable change in vocational education this fall within the Office of Public Instruction is that elementary/secondary vocational education programs and postsecondary vocational education programs will be served by separate administrators. However, the remainder of our vocational education staff will serve both elementary/secondary and postsecondary programs insuring coordinated efforts while operating within budget constraints.

Presently, concentrated efforts by administrators and staff in my office are being directed toward the state plan, a new accounting system, and future plans for vocational education. In addition, we are working closely with a committee appointed by the Legislature to study the governance of vocational education including the postsecondary system.

With a cooperative and dedicated effort from all of us - vocational educators, the Board of Public Education (Board of Vocational Education), the Advisory Council and the Superintendent of Public Instruction - I believe, even with restricted budgets, we can meet the challenge and continue to provide quality vocational education for the students of Montana.

Georgia Rice



Georgia Rice, Superintendent  
Office of Public Instruction  
Helena, Mt. 59601

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